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CSD 735:
Language Disorders in School Age Children and Adolescents
Fall 2023

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	Office: CPS 046C
	Office Hours:
	  Drop-in hours: pending clinic schedule
	  Appointments: available in-person or Zoom

Course Description
This course examines the characteristics, assessment, and treatment of language disorders and difficulties common among school-age children and adolescents. Particular emphasis is placed on language aspects such as semantics, syntax, and literacy and the impact on academic success. The goal of this course is for students to learn how language challenges affect communication and how to address these challenges during treatment within the school-age population.

Course Format
Classes are held in-person on Mondays and Wednesdays from 10:45am to 12pm. Attendance is expected; you are responsible for any content you miss due to an absence. On your own time, you will complete readings, assignments, quizzes, and a group project.

Communication Strategies
Information relevant to the entire class will be discussed during class sessions and/or posted on Canvas. Individual feedback will be discussed during private meetings and/or sent via email or as comments on submitted assignments. Attend class and review your notification settings to ensure you receive all communiques.

Drop-in office hours will be determined after clinic sessions are scheduled; no appointment is necessary for these. You are always welcome to stop by my office without an appointment; however, I may not be free to meet with you. To avoid this, contact me to schedule an appointment. You don't have to have a specific class-related question to attend office hours.

Learning Outcomes
1. Identify, describe, and provide examples of the characteristics of language difficulties and disorders. Additionally, describe how these difficulties may present among school-age children and adolescents.
2. Identify, describe, and provide examples of appropriate assessment practices for students with language disorders.
3. Identify, describe, and provide examples of appropriate treatment practices for students with language disorders using practices that align with the common core standards.
4. Synthesize information from course materials and published research to inform clinical assessment and intervention decisions.

ASHA Competencies
This class addresses several ASHA Competencies, including: IV-B (Basic Human Communication Processes); IV-C (Language, Cognitive, and Social Disorders and Differences); IV-D (Prevention, Assessment, and Intervention of Language, Cognitive, and Social Disorders and Differences).

WI Teaching Standards
Additionally, this class addresses the following Wisconsin Teaching Standards: #1, 2, and 3 (The Learner and Learning standards); #4 and 5 (Content standards); and #6, 7, and 8 (Instructional Practice standards).

Required Textbook
Ukrainetz, T. A. (2015). *School-age language intervention: Evidence-based practices.* Pro-Ed.

Other Required Materials
Many course materials and resources are available on Canvas (e.g., slides, readings). Additional readings may be assigned during the course and will be available on Canvas.

Required technology includes regular and sustained access to the internet, UWSP email, Canvas, a word processing program, and a slideshow program. If you do not have access to these, contact UWSP's IT Service Desk for assistance. The Service Desk's website is listed in the Student Supports section below.

Other Recommended Texts
Paul, R., & Norbury, C. (2017). *Language Development from Infancy through Adolescence: Listening, Speaking, Reading, Writing*, *and Communication*, 5th Edition, Elsevier.
Justice, L., & Ezell, H. (2016). *The syntax handbook: Everything you learned about syntax (but forgot).* Thinking Publications.

Course Requirements
1. **Course Basics Quiz (5% of final grade)**
   The purpose of this quiz is to ensure every student is aware of information critical to the successful completion of this course. You will complete this quiz on Canvas outside of class. The quiz is untimed and open-note but is only available for a **limited** time.

2. **Quizzes (45% of final grade)**
   You will complete **three** quizzes covering lectures, readings, and other class topics and materials. You will complete these quizzes on Canvas outside of class; each quiz will be available for a **limited** time. Each quiz is open-note but must be completed within a 90-minute time limit. Each quiz is worth 15% of your final grade.
   Note: Complete these quizzes on your own; collaboration and answer-sharing with other students is considered cheating and is prohibited.

3. **Language Sample Analysis (10% of final grade**)
   Details to come.

4. **Factsheet (10% of final grade)**
   You will create an educational factsheet about the language difficulties associated with different diagnoses common in the schools setting. A list of topics to choose from will be provided. You will submit the factsheet via Canvas and post it to the associated Canvas discussion board. See the instructions on Canvas for details.

5. **School-Age Language Therapy Cookbook (30% of final grade)**
You will work in small groups to develop a resource containing treatment ideas for working with students who have language disorders. Your group will be assigned a specific age range and school setting on which to focus. At the end of the semester, each group will present an overview and excerpts of your cookbook to the class. Cookbooks will be submitted via Canvas and posted to the discussion board. See the instructions on Canvas for details.
Note: Your grade is broken into two categories: **content** (25%) and **teamwork** (5%). Everyone in your group will receive the same content score because you are **all** responsible for the content. Your teamwork grade is individual and based on peer evaluations **and** my observations.

AI Policy
Because writing and critical thinking skills are part of this course's learning outcomes, ASHA Competencies, and WI Teaching standards, all assignments should be prepared by **you**. AI-generated submissions are considered an example of academic dishonesty and are not permitted.

Late Work
All assignments must be submitted to determine if you have met the ASHA Competencies for this course. However, for grading purposes, assignments submitted after the due date will receive the following penalties:
- **Factsheets and Language Sample Analyses** may be submitted **up to 7 days after the due date** for a loss of 10% off the final grade. **Factsheets and Analyses not submitted by this deadline will receive a score of zero.**
- **Quizzes** may be submitted up to **48 hours after the due date** for a loss of 10% off the final grade. **Quizzes not submitted by this deadline will receive a score of zero.**
- **Projects** may be submitted **up to the time your group presents** for a loss of 10% off the final grade. **Projects not submitted by this deadline will receive a score of zero.**

Due Date Extensions
Extensions are only granted on a case-by-case basis for extenuating and unavoidable circumstances. Extensions are not guaranteed; therefore, it is strongly recommended that you begin working on assignments early and submit them early to avoid needing an extension.

Grading Policy
Grades are determined by converting points into percentage scores. **This class has a total of 300 points.** If you are a fraction of a point away from the next higher grade category, you will receive the higher grade (e.g., 89.5% rounds up to 90%). Grades are assigned as follows:

	%		%		%		%		%
A	95-100	**B+**	87-89	**C+**	77-79	**D+**	67-69	**F**	0-59
A-	90-94	**B**	84-86	**C**	74-76	**D**	64-66		
		B-	80-83	**C-**	70-73	**D-**	60-63		
pts	270-300	**pts**	240-269	**pts**	210-239	**pts**	180-209	**pts**	0-179

Course Schedules
Dates are tentative and may change. You will receive as much advance notice as possible.

Topics and Readings

Date	Unit	Textbook	Supplemental
9/6	Introduction, Syllabus, and Assignment Instructions		
9/6	Unit 1: Introduction	• Schools and EBP: Chapters 1 and 4 • Treatment: Chapters 2 and 3	**Assessment:** • Austin, 2010 • ASHA Webinar: Peña, 2021 (text and video) **Treatment:** • WI Transition Services
9/27	Unit 2: Assessment and Treatment	• Semantics: Chapter 7 • Syntax: Chapter 8 • Narratives: Chapter 9 • Informational Discourse: Chapter 10 • Reading: Chapters 12, 13, and 15 • Spelling: Chapter 14	**Language Sample Analysis:** • Heilmann et al., 2020
11/20	Unit 3: Causes of Language Disorders in School Age Children and Adolescents	• Learning, Language, and Reading Difficulties: Chapter 5 • Adolescent Reading Disorders: Chapter 16 • Bilingual Learners: Chapter 6 • At-risk Students: Chapter 11	**Executive Functions:** • Fahy, 2014 **Dyslexia:** • Hebert, et al., 2018 **English Language Learners:** • Peña, et al., 2014
Final Exam		**Presentations** – **Wednesday, 12/20 from 12:30pm to 2:30pm**	

Assignments and Due Dates

Unit	Assignment	Due Date		
		Day	**Date**	**Time**
Unit 1 and Unit 2	Course Basics Quiz	Wednesday	9/13	11:59pm
	Quiz 1 (Unit 1 and Part 1 of Unit 2)	Wednesday	10/18	11:59pm
	Quiz 2 (Part 2 of Unit 2)	Wednesday	11/29	11:59pm
	Language Sample Analysis	Wednesday	12/6	11:59pm
Part 2 of Unit 2 and Unit 3	Factsheet	Wednesday	12/13	11:59pm
	School-age Language Therapy Cookbook	Wednesday	12/20	***12:30pm**
	Quiz 3	***Thursday**	12/21	11:59pm
	Group Teamwork Rubric	***Thursday**	12/21	11:59pm

***Day or time is different than usual submission days and times.**

Classroom Policies
You are expected to behave professionally by being an active participant and prepared for class sessions. Respect others by using courteous language and minimizing distractions from learning. If you must attend to a distraction or interruption during class, step into the hall until the situation is resolved. Frequent and/or prolonged absences from class will be noted and addressed.

Technology use must be related to the class activities (e.g., notetaking, small group work). Engaging in unrelated activities (e.g., social media, clinic notes) is not permitted.

Learning requires risk-taking and sharing ideas. Please respect your classmates' contributions and perspectives. Keep their ideas and experiences confidential outside the classroom unless you have received permission to share them. Additionally, do not share materials created by your classmates (e.g., materials posted to Canvas discussion boards) without their permission.

Safe Space Statement
This class is a safe space for _**ALL**_ races, identities, cultures, ethnicities, genders, ages, abilities, and diverse groups. **I expect all of us to interrupt any language or behavior that makes anyone feel excluded or othered.** Despite our best efforts, we may fail. Actively listening to feedback from each other is necessary to learn and do better as we work to make our community inclusive, equitable, and just. **If you ever feel unsafe in this class, let me know immediately, so we can work together to foster peace. You matter to me.**

You can also reach out to Dr. Pam Terrell (interim department chair) or the Dean of Students. Alternatively, you can submit a bias/hate incident report to UWSP using this link: https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx. You can also report other safety concerns for yourself or others (e.g., mental health) through the Dean of Students site: https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx. **You matter to all of us at UWSP.**

Face Coverings Policy
You are welcome to wear face coverings if you wish. Regardless of your personal choice, respect others' personal decisions and needs regarding this matter.

Academic Honesty
It is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. To maintain academic integrity, you may only claim work that is solely your own and provide correct citations and credit to any work done by others. Examples of academic dishonesty include cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts.

Students engaging in academic dishonesty will be penalized. Penalties will include a grade of **zero** on the assignment **and** a formal report to UWSP, which may result in additional penalties.

Equal Access for Students with Disabilities
If you require accommodations, contact the Disability Resource Center to complete an Accommodations Request form. Once your accommodations are approved, notify me and provide an official copy of your accommodations.

Student Supports

I don't want anything to interfere with your ability to succeed in this class. If something may affect your performance, contact me as soon as possible. **Do not wait until you are receiving poor grades in class to speak with me.** I also recommend utilizing the following supports:

Supports	Resources:

Academic	• Dean of Students' Academic resources:
	   o https://www3.uwsp.edu/dos/Pages/stu-academic.aspx
	 • Tutoring-Learning Center:
	   o https://www3.uwsp.edu/tlc/Pages/default.aspx

Technical	• IT Service Desk: o https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx

Health and Safety	• Health Center:
	   o https://www3.uwsp.edu/stuhealth/Pages/default.aspx
	 • Counseling Center:
	   o https://www3.uwsp.edu/counseling/Pages/default.aspx
	 • Police and Security Services:
	   o https://www3.uwsp.edu/protsv/Pages/default.aspx

Miscellaneous Supports	• Dean of Students:
	   o https://www3.uwsp.edu/dos/Pages/default.aspx
	 • Dean of Students' lists of resources:
	   o https://www3.uwsp.edu/dos/Pages/resources.aspx
	   o https://www3.uwsp.edu/dos/Pages/stu-personal.aspx
	   o https://www3.uwsp.edu/dos/Pages/stu-conduct.aspx

If you are experiencing a difficulty not addressed by one of these resources, reach out to me, Dr. Terrell, or the Dean of Students. We will do our best to identify supports for you.	

Care Team

UWSP is committed to the safety and success of all students. The Office of the Dean of Students engages in outreach and provides resources to students who may be struggling or experiencing barriers to success. I may contact the Office of the Dean of Students if I believe you are in need of support that I am not able to provide.

You may contact the Dean of Students to request assistance for yourself or to share concerns if you believe another member of the UWSP community needs support, is distressed, or exhibits concerning behavior. To do so, use the resources listed above in Student Supports or by submit a report: https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx

Emergencies
- **Medical:** Call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- **Tornado:** Proceed to the lowest level interior room without window exposure (e.g., CSD Clinic hallways). Avoid wide-open rooms and spaces.
- **Fire Alarm:** Evacuate the building in a calm manner. Meet in front of the Health Enhancement Center. Notify an instructor or emergency command personnel of any missing individuals.

- **Active Shooter:** Run/Escape, Hide, Fight. Call 911 **if** it is safe to do so. If trapped: hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of emergency responders.